DOCUMENT RESUME

ED 146 335 CE 010 410

TITLE	The Hospitality and Recreation Cluster. Career Orientation Series.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE	76
NOTE	66p.; For related documents see CE 010 407-412
AVAILABLE FROM	Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, $0.60; in-state, $0.50)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Exploration; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; *Occupational Clusters; *Occupational Information; *Occupations; *Recreation; Service Occupations
IDENTIFIERS	*Hospitality Occupations

ABSTRACT

Developed to provide seventh and eighth grade students information about careers in the hospitality and recreation occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Six major categories of hospitality and recreation careers are briefly described with several job titles listed for each. A closer look at five careers is provided through brief case studies of one individual working in each job: maintenance worker in a metropolitan park, animal keeper in the zoo, lifeguard, camp counselor, and recreation director. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the hospitality and recreation cluster careers. A list of qualities needed for hospitality and recreation careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list, notes on employment outlook, and questions to guide students' decision making. The text is illustrated with numerous photographs. (JT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED146335

Career Orientation Series

The Hospitality and Recreation Cluster

What Is the Meaning of Hospitality and Recreation?
page 3

A Close Look at Five Careers
page 9

You Have Started to Prepare for Your Career
page 47

Can You See Yourself in Some of These Jobs?
page 52

Resources
page 60

Vocabulary
page 62

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

Boyd R. Shoemaker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Ohio Department of Education
Columbus, Ohio 43215

EC 10 410

These symbols represent seven career orientation concepts that are integral parts of the student's personal, educational and vocational development. Suggested student activities relating to the seven developmental concepts appear in the book. The corresponding symbol will identify the specific concept to which each activity most directly relates.

World of Work

This concept relates to work values, the variety and nature of occupations, work families and their interdependency, and methods of studying and classifying occupations.

Economics

This concept emphasizes the person as both a worker earning income and as a consumer dispersing income.

Employability and Work Adjustment

This concept deals with obtaining and holding a job and advancing in a career.

Decision Making

This concept relates to all the others, involving a process that is necessary to all facets of society.

Self

This concept deals with how and what a person thinks of the self: attitudes, perceptions and self-evaluation of interests, aptitudes, achievements and values.

Individual and Environment

This concept is concerned with an understanding of the individual as he or she relates to the environment: the role each person plays in the home, school, community and work.

Education and Training

This concept relates to the learning of skills, ideas and appreciations that the individual needs in order to experience a successful life.

Copyright © 1976 Ohio Department of Education

State Board of Education

District	Name	City
19	William H. Cossler, *President*	Youngstown
8	Everett L. Jung, M.D., *Vice-President*	Hamilton
1	William M. Judd	Cincinnati
2	John R. Meckstroth	Cincinnati
3	Robert A. Lyons, Sr.	Dayton
4	Cecil M. Sims	Piqua
5	Wayne E. Shaffer	Bryan
6	Ward M. Miller	Portsmouth
7	Robert E. Williams	Xenia
9	David R. Rittenhouse	Toledo
10	Wallace E. Blake	Zanesville
11	William M. Baker	Madison
12	Ruth S. Schildhouse	Columbus
13	Martha W. Wise	Elyria
14	Thaddeus Garrett, Jr.	Akron
15	Martha Bolton Agler	Columbus
16	Susan D. George	Canton
17	Roy D. McKinley	Coshocton
18	Robert W. Walker	Adena
20	Daniel Jankowski	Maple Heights
21	Walter A. Burks, Jr.	Cleveland
22	Anthony Russo	Mayfield Heights
23	Robert W. Grosser	Strongsville

Martin W. Essex, *Superintendent of Public Instruction*
Franklin B. Walter, *Deputy Superintendent*
Byrl R. Shoemaker, *Director — Division of Vocational Education*

Today's urbanized technological society has brought an urgency for an abrupt turn-around in thinking about the place of career education in our schools. Our economy's rapidly changing character, with large industry remote from residential areas, surrounded by fences, and protected by security guards, does not permit youngsters to see their parents or others at work. Many children's parents are recipients of public assistance checks, a situation that compounds the problem of teaching job-centered values.

Career education begins in kindergarten and continues through Grade 12. Motivation, orientation, exploration, and actual preparation are essential components of meaningful education. Instructional materials to assist classroom teachers in implementing a well-planned and sequentially organized curriculum are vital in the redesign of education.

We trust these instructional materials will be of significance in serving seventh and eighth grade students in preparing for rewarding opportunities in the world of work.

Martin W. Essex

Martin W. Essex
Superintendent of Public Instruction

What Is the Meaning Of Hospitality and Recreation?

Hospitality is the kind and considerate treatment given to friends or strangers who are guests.

Recreation is the pleasurable use of leisure time. It is activity that helps refresh people, especially after tiring work or anxiety.

Leisure time is the period of freedom remaining after a person has completed the day's work and other necessary duties.

People engaged in hospitality and recreation careers use their skills to help others enjoy their leisure time. They generally work in one of six major occupational groups:

- Environmental Management
- Community Service
- Human Development
- Mobility
- Amusement and Entertainment
- Safety and Health Care

A specific function is performed by people in each of the groups to meet the needs of others engaged in leisure-time pursuits.

Hospitality and Recreation Careers

What Functions Do These People Perform?

Environmental Management

Some help develop and maintain natural man-made places where others can spend their leisure time: camps, picnic areas, zoos, parks, swimming pools, marinas, trails, ski areas, resorts, hotels, motels, for example.

Community Services

Some provide recreational programs to community groups: city playgrounds, industrial athletic leagues, golf and tennis tournaments, theaters, for example.

Human Development

Some help people develop their own recreational skills: nature study, recreational sports, art work, creative writing, for example.

Mobility

Some make it possible for people to travel for pleasure: advertising tours, conducting activities for tourists, providing transportation to places of interest, for example.

Amusement and Entertainment

Some amuse and entertain people: conducting athletic contests and commercial amusements, producing plays and broadcasts, teaching skills of entertaining, for example.

Safety and Health Care

Some work to assure the health and safety of others engaged in leisure time activities: providing environmental safeguards, rescuing people in distress, and directing adaptive recreational activities in medically-approved programs, for example.

What Are Some of Their Titles?

Environmental Management

- Animal Keeper
- Maintenance Worker
- Resort Manager
- Forester

Community Service

- Camp Counselor
- Recreation Director
- Recreation Aide
- Recreation Activities Supervisor

Human Development

- Athletic Coach
- Historian (at an historical site)

Mobility

- Flight Attendant (Steward or Stewardess)
- Recreational Vehicle Salesperson
- Travel Agent

Amusement and Entertainment

- Actor or Actress
- Automobile Racer
- Amusement Park Manager
- Professional Athlete
- Disc Jockey
- Amusement Ride Operator

Safety and Health Care

- Lifeguard
- Recreation Counselor
- Recreation Therapist
- Therapeutic Recreation Aide
- Therapeutic Recreation Leader

What Is the Outlook for Careers In Hospitality and Recreation?

In the early days of our country, citizens had very little leisure time. They worked from sunrise until sunset to feed, clothe, and shelter themselves. Work was so important that anyone interested in recreation was viewed with suspicion and possibly thought of as a sinful person.

Today, the average American has many leisure hours. An even greater amount of leisure time is predicted for the next twenty-five years. **Economists,*** **ecologists,** and **sociologists** point to several indications that predict a good future for those in the hospitality and recreation industry:

- The population will nearly double. The greatest growth will occur in the most active age group (under twenty-five) and the one with the most leisure time (over sixty-five).
- City dwellers, who account for nearly three-forths of the population, are seeking privacy and space "to spread their wings."
- An increasing amount of the American's budget is available for leisure-time pursuits.
- The amount of time Americans travel to and from recreation sites increases each year.
- The number of recreational facilities grows annually.
- Americans are gradually changing their attitudes to accept leisure as a necessary part of life.

The outlook for employment in a hospitality and recreation career is excellent. Job opportunities will range from positions requiring less than a high school diploma to those requiring unique and highly specialized education demanding a minimum of a **baccalaureate.**

---

*Words printed in boldface type are included in the Vocabulary on pages 62-63.

Planning for Hospitality and Recreation Career Exploration

Only human beings can reason through life situations, consider alternative courses of action, and, to a large extent, direct their own behavior. The basis for decision making is the desire for a specific outcome in the future. In deciding whether or not to select a hospitality and recreation occupation, it becomes necessary to examine several components:

Individual and Environment

- What special interests and abilities do people in specific hospitality and recreation careers have in common?
- How do these interests and abilities relate to the community?

World of Work

- How many hospitality and recreation opportunities are there in your community?
- How did the local people in these careers become aware of their job opportunities?

Education and Training

- What skills, knowledge, and attitudes are necessary for the various hospitality and recreation careers?
- How were these qualifications obtained by the persons practicing the hospitality and recreation profession?

Economics

- How well are persons in hospitality and recreation careers paid compared to people in other fields?
- How well do they live on their incomes?
- How much time and money did they spend to become qualified for employment?

Employability and Work Adjustment

- What special job-hunting skills are required for a career in hospitality and recreation?
- What personal behavior and interpersonal relationships lead to job success?

Self

- What hospitality and recreation careers, if any, appeal to you?
- What interests and abilities do you have that are similar to persons who are successful in hospitality and recreation careers?
- What resources (ideas, attitudes, skills and values) do you have that will help you qualify for one or more of the hospitality and recreation careers?

A Close Look at Five Careers in Hospitality and Recreation

There are literally hundreds of occupations in this cluster from which to choose. Examples of occupational titles from the six major occupational groups have already been described. (See pages 4-5). The checklist on page 64 gives information about other examples. Look at them later.

On the following pages, five careers representing a range of requirements are described in greater detail. They are:

- Maintenance Worker in a Metropolitan Park
- Animal Keeper in the Zoo
- Lifeguard
- Camp Counselor
- Recreation Director

As you read each story, look for some of the answers to the questions asked on pages 7 and 8.

Maintenance Worker In a Metropolitan Park

Most cities in the United States have large parks for people to enjoy.

As cities grow larger and larger, land becomes scarce. The cities push their boundaries farther and farther out toward the country. Soon what has been woods and streams and farm land becomes apartments, homes, shopping centers, parking lots. The animals and some kinds of birds move away, the forests disappear.

Many years ago some very wise women and men who were concerned about the loss of land to the cities decided to set aside land for parks. They knew that once the land was built upon, it could never again be a home for animals. They also realized that people should have places to walk and ride and picnic, where there are trees and flowers, animals and birds. With the help of local and state governments, land was bought, and parks were established for all people. One such park, called *"The Emerald Necklace,"* surrounds a city.

Park maintenance workers are "housekeepers" of the land.

There are many employees in the parks. There are Naturalists, Foresters, Rangers, Engineers. There is a Director to run the parks and a Board of Commissioners to advise him. The Director has many assistants. All of these people have very important responsibilities.

The people who keep the parks neat and clean are the maintenance workers. They are the "housekeepers" of the land.

Many of the maintenance workers begin their work experience in the parks by performing the jobs of:

- watering and mowing grass in the picnic grounds, golf greens, and other sports areas
- assisting with tree removal, planting new trees, trimming trees and bushes
- operating tractors, mowers, trucks, chain saws
- cleaning up trash, leaves, branches
- picking up waste cans
- cleaning shelter houses
- painting buildings and fences
- helping with road and path paving, drain tiles, traps
- doing farm work, such as plowing and seeding
- clearing snow and salting roads in the wintertime
- assisting with fertilizing, weed spraying, painting road signs
- keeping the equipment they have used in good condition

Maintenance workers do a variety of jobs to make the parks nice places to visit.

Maintenance workers help repair roads.

Students who are in high school or who have been graduated may apply for these jobs. Applications are accepted from both young men and women.

There are other maintenance workers who are skilled in the operation of heavy construction equipment such as bulldozers, cranes, graders, and backhoes. They help in the repair of these machines as well as the lighter tractors and trucks.

Another group of workers has special skills like carpentry, masonry, plumbing. These workers have the ability to operate heavy construction equipment as well, and they understand how to run sawmills, where good logs are taken to be made into boards or siding for making tables, benches, and shelters. These skilled workers usually have high school diplomas or certificates showing that they have had extra courses in certain trades.

Each park in the Emerald Necklace has a Park Manager. The maintenance workers report to this manager early in the morning to find out exactly what they are to do. The Park Manager has decided which jobs are important that day. By constantly checking the condition of the park and keeping careful records, the Manager knows what has to be done.

The Park Manager now divides the workers into teams: this team will cut down some trees that are dead or might fall. The workers will fell the trees with a chain saw, being sure the trees fall in such a way that the good trees are not injured. The workers are to look carefully at the downed trees and decide whether or not they are good enough to be made into planks. If they are not rotten in the middle, they will be cut into lengths and hauled to the sawmill. If the wood is not usable for building purposes, the workers will saw the trees into blocks of wood for fireplaces in the shelters and the lodges, where people may gather to learn from the Naturalists about nature and conservation. The firewood is split and stacked so it will dry out.

A team will follow the tree sawers with a machine called a "chipper." The small branches of a downed tree will be fed into the chipper and be ground into small wood chips, which will be used under trees and bushes to improve the soil. Larger branches will be cut for kindling. No wood is wasted in the park.

Another team is given the job of aerating the pond, where Canada geese and ducks live throughout the year. The aerator is a machine that sends air underwater to keep the pond from freezing over. Geese and ducks must have open water for swimming. While the team is there, it will also feed the waterfowl.

Still another team is sent to repair a road and several trails that need attention. To do this, some of the large machinery, such as the gravel trucks or the asphalt spreader, may be used.

A maintenance worker and Park Manager discuss a job assignment.

A team is sent to start work on a parking lot, where a new picnic ground will be developed. The Engineers have made an outline of the parking lot by driving small stakes into the ground. A bulldozer scoops the dirt and piles it at the end of the lot so that the gravel spreader may put the coarse gravel down. Later, when the lot is ready, the asphalt spreader will spread the final surface. The workers on this project must be careful not to disturb the trees on which the Forester has tied yellow plastic ribbons. The ribbons show that these are good and valuable trees and must be preserved. The new picnic tables and benches will be under some of these trees.

Carpenter teams are sent to buildings that need repair or to the shop where tables and benches are built. Other carpenters are to finish the siding on the inside of the walls of the information building. All the wood being used is from the park. It has been through the sawmill and is ready to use.

Carpentry and replanting trees are done by maintenance workers.

A team of tree planters is sent to dig holes for trees that they will replant. A machine with four shovels will dig the holes, pick up the trees, and put them into the holes. The trees have been marked by the Forester as being valuable because they are becoming scarce in the United States. He thinks they will do better in another place where they will have more sunshine.

If it is winter and the snow is deep, teams are sent to plow and salt the roads, except in the sledding areas of the park.

Teams are sent to clean the shelters and pick up trash. The Park Manager has noticed that some of the drains along the roads are blocked or need attention. A team goes with a truck and shovels to open the drains or to repair them.

Some maintenance workers repair park machinery.

A team of mechanics is sent to the park garage to check over and repair trucks, snowplows, graders, mowers. The Manager says that one of the Rangers has said that his car is not working quite right. Would one of the mechanics please check the engine?

There are many signs in the park. Some give directions, some are traffic signs, some indicate bridle paths or shelters or information centers. The signs must be painted or repaired by the workers. A team is sent to do this.

Park Managers have a great many duties to perform. They must supervise payrolls, sick leave, and vacation records. They must decide which workers have the skills to perform the jobs they have been given and how well they do the jobs. They must understand the land and make sure that it is ready to be planted at the proper time.

Park Managers usually start work in the park as beginners. They learn about the various jobs by doing them. When they have worked at least five years and they have proved themselves as reliable people with leadership ability, they may apply for a Manager's job.

Most Managers have high school diplomas. Some of them have taken extra courses in agriculture, road and building construction, and human relations.

The park maintenance workers have many reasons for enjoying their work:

- They like working out-of-doors.
- They enjoy the variety of the jobs they do.
- They are proud to have a part in the preservation of land and trees and animals.
- They enjoy having a chance to make decisions on their own, but they can also follow orders.

Many maintenance workers became interested in the parks because their parents took them there when they were children. In many cases, their parents also worked for the parks. They earn a living wage; and, although they could earn more as mechanics or carpenters, for instance, they would prefer not to work in a city or where they would have to do the same thing every day.

The parks are open all year around. Many people think that the maintenance workers are employed only in the good weather months, but this is not true. Work goes on no matter what the time of year. In the summer there is more work because there is grass to be mowed, seed to be planted, and more litter to be picked up. Sports areas, such as baseball diamonds, need constant attention, also.

The parks need more workers in the summer. Between fifty and a hundred extra workers are hired to do all kinds of jobs. Boys and girls of high school and college age have a chance to apply for these jobs.

There are school subjects that help to prepare a student for work in the park: mathematics, biology, botany, shop, and extracurricular activities that make one aware of people, such as sports, and clubs of all kinds.

Maintenance work in a park is a satisfactory job for anyone who is interested in conservation and likes to be out-of-doors most of the time.

Animal Keeper in the Zoo.

Practically all people go to the zoo at some time in their lives. Many people are lucky enough to have a zoo within a few miles of their homes and so can drive their cars or get on a bus to visit one. Other people visit other cities and go to a zoo as a part of the trip. Students in schools everywhere are bussed to zoos as a part of their education. Zoos are popular in the United States as well as all over the world.

There are a good many reasons why people like to go to zoos. Besides wanting to see the animals, they like to be in a place where there are trees and plants and beautiful buildings. They see things there they could not see anywhere else and do some things they could not do elsewhere.

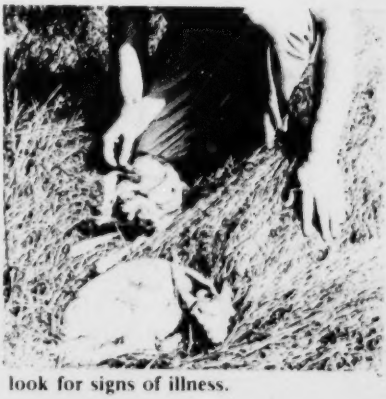
There are tables and benches for picnics and places to buy refreshments. There are people hired by the zoo who can tell about the animals and birds and reptiles. Usually a zoo has a tour train so visitors can ride around the grounds and not have to walk far. There is someone on the train to explain everything about the zoo. There is a part of the park where small children can ride on merry-go-rounds and little trains and even something like a helicopter.

The zoo could not get along without the animal keepers. These are the men and women who take care of the animals—who feed them and give them fresh water. Sometimes they are known as bear keeper, bird keeper, cat keeper, elephant keeper, deer keeper, monkey keeper, reptile keeper. Some keepers know all the animals so well that they can take care of any of them.

A major task of animal keepers is feeding the animals in their care.

Animal keepers...

The first thing an animal keeper does on reporting for work early in the morning is to look at the animals to see if they are all right. Certain signs may show that the animals are not well. Animals show signs of illness just as human beings do. People who do not feel good have droopy eyes or eyes that water—so do animals. The keeper watches to see if animals are lying down when they should be standing up, of if they have injuries. If the slightest thing is wrong with any animals, the keepers call on the phone to report to the head keeper, unless they can take care of the problems themselves. Sometimes it is hard to understand just how the keepers know something is wrong, but they will tell you that it is "a kind of feeling," because they know their animals so well. If an animal seems very sick, the zoo **veterinarian** is called; but the keeper tries not to let the animals get that sick.



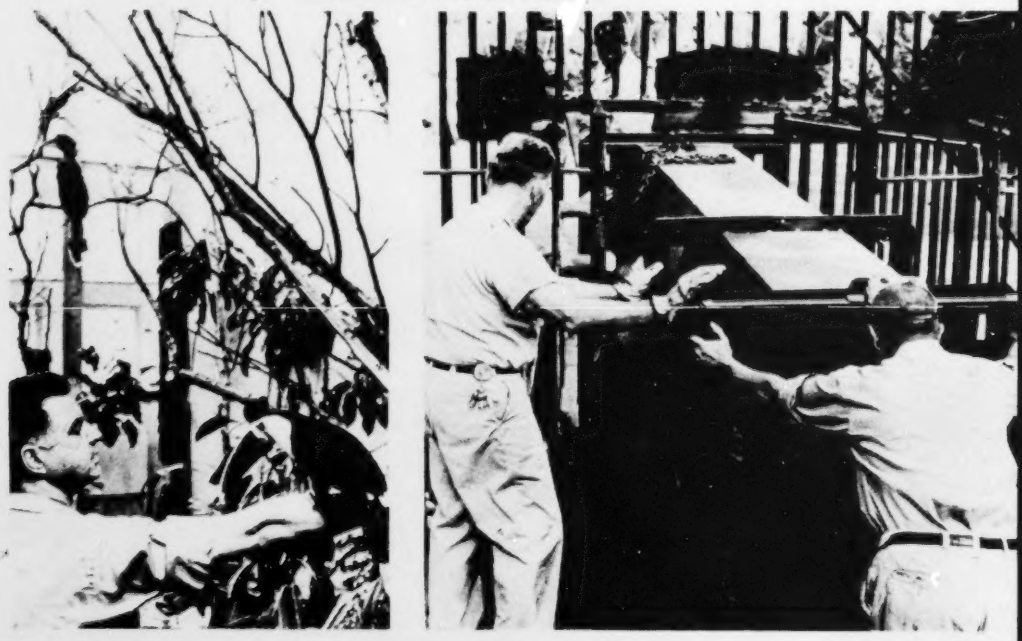
look for signs of illness.

While one keeper is looking over the animals, another keeper is preparing the food in the kitchen if the animal is to be fed right away. Birds, for instance, have to be fed early. Each kind of bird has a different diet, and the keepers have to know what to feed them. The keepers mix the food in clean crocks: seeds in

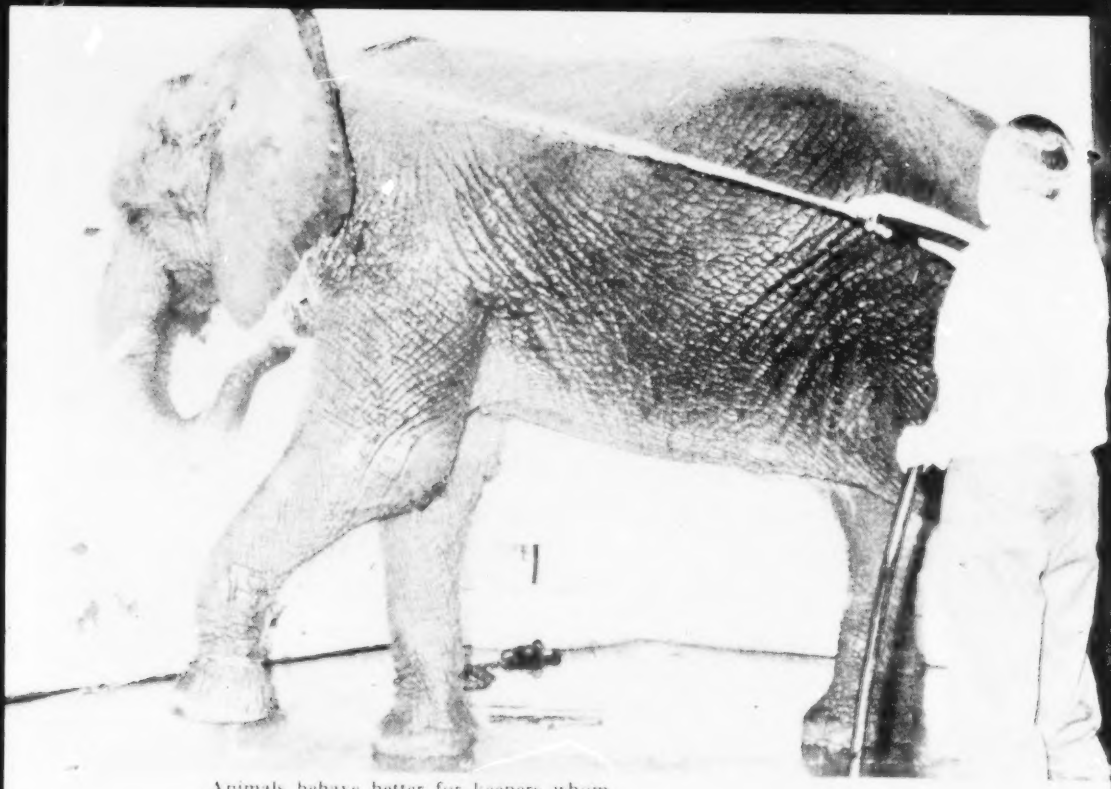
one, small pieces of meat in another, nuggets of high protein in another; then, they wheel the crocks on a cart to the various cages. The keepers take away the empty crocks and put in the clean filled ones.

All animals do not have to be fed right away. In this case, the keepers clean the cages and get the animals ready for the first feeding. The keepers have to know how to shift animals into other cages while the dirty cages are being cleaned. This is very tricky because the keepers often cannot go into the cages with the animals. There have to be doors to let an animal go from one cage to another without endangering either keeper or animal. When the cage is clean, the keeper sees that there is fresh water and, if needed, clean bedding. Then the animal is let back into his first cage. Now it is time for food.

Keepers must know how to move animals.



Some animals live out-of-doors all the time. They have much space to move around and shelters to go into if they wish. Bears and penguins and water birds have to have small ponds, as well as space in which to move. The keepers take care of them in addition to the animals in the buildings.



Animals behave better for keepers whom they recognize as friends.

Animal keepers feel great responsibility for their animals. They give them names and talk to them so the animals will know and trust them. A keeper might say, "Good morning, Simba. I hope you slept well. You're a good elephant. I hope you have a good day." Simba may behave better if she recognizes the keeper as a friend. Also, the animal will not be so nervous if it knows the keeper. The keepers try to keep their voice firm but pleasant. Even the animals whose cages the keeper cannot enter get used to the keepers' voices and are not so nervous as they are when strangers are in the zoo.

An animal keeper is anxious that the animals will not be harmed by people who visit the zoo. The keeper knows that some foods should not be fed to the animals and watches that the sign that says, "These animals are not to be fed," is obeyed.

Some people who visit the zoo do not read the signs. The keeper is happy to answer questions about the animals but also wants them to be comfortable and unharmed. They should not become sick because careless people have given them food that does not agree with them.

The animal keeper keeps exact records of the animals and is very careful to inform his replacement, when he goes off duty, which animal needs watching because it is not eating right or is getting nervous or is going to have a baby. No animal is ever left all alone. When the regular animal keeper goes away for some reason, a "relief keeper" takes over.

Most zoos hire girls as animal keepers for the small baby animals that need extra nursing. Girls seem to have a special feeling for animals in the zoo nursery. Some small baby animals must be bottle-fed.

Girls seem to have a special feeling for baby animals.

Not all animals are wild. The Children's Zoo has ducks and geese and rabbits and ponies, to name a few. There are also baby elephants and raccoons and other zoo animals to take care of and feed. Some girls are strong enough to take care of larger animals as well, but the work is heavy, and usually men keepers do the hard work that requires strength.

Girls also run the kiddie rides, answer questions about the animals, and give lectures. Zoos are happy to have girls work for them because they are reliable workers and are gentle with animals and children.

Animal keepers, of course, like animals, and they think animals are important. They wish to have a part in preserving the animals that seem to be disappearing from the earth because men have killed them for one reason or another.

Beginning animal keepers are willing to work at almost anything at the zoo in order to get a start in learning about animals. Most animal keepers began work at the zoo as ticket takers, mechanics, maintenance

workers, cleaners of buildings, guards, tree planters, gardeners. They tried to do their work well so that they were known as reliable people. Some had worked on farms, some had worked in conservation programs, some had worked as foresters, biologists, or botanists. All of them liked to be out-of-doors. They learned about animals from other keepers and helped them if they could. When the zoo needed more keepers, they got a chance to bid for the job. They then worked under the direction of experienced keepers. This is called an apprenticeship.

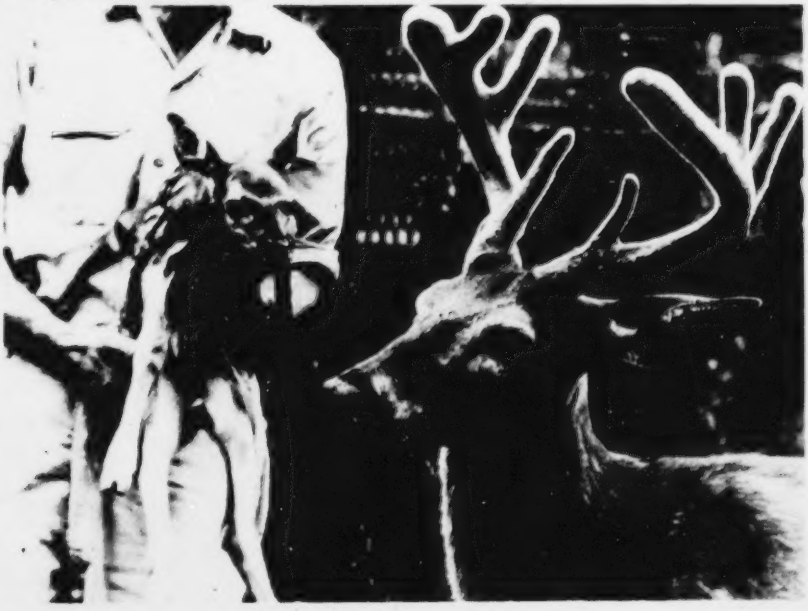
There are some courses in school that would be of help to a student wishing to work in a zoo. They are: mathematics, English, general science, chemistry, biology, botany, geology, human relations, public speaking, and physical education, including swimming.

There are other things to consider as preparation:

- volunteer to work in a pet shop
- join a science club
- volunteer to work on a farm
- do biology experiments in school
- have animals of your own to take care of

Some zoos accept boys and girls at age 16. Other zoos prefer to hire at age 18.

It requires strength to handle large baby animals.



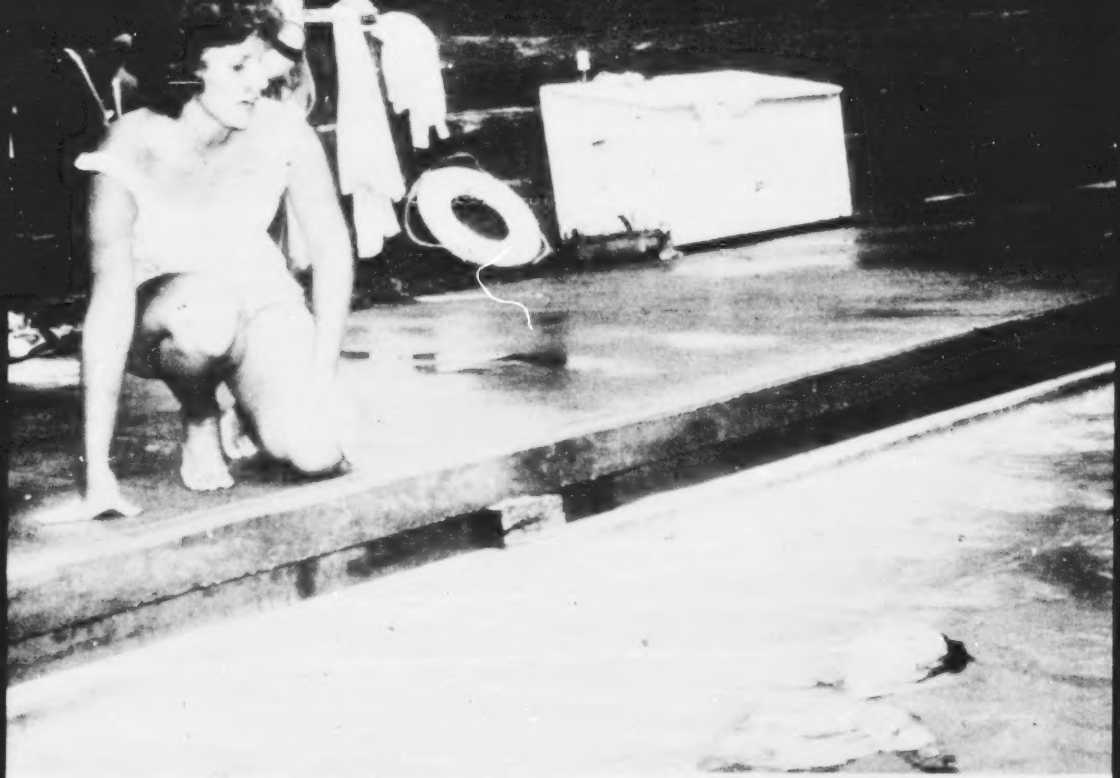
Lifeguard

Many people think of a lifeguard as one who jumps into the water to rescue someone who is drowning. It is true that this is one of the lifeguard's responsibilities, but the main job of the lifeguard is to see that accidents simply do not happen in the water. The lifeguard guards life.

Lifeguards begin their training by learning how to swim. Teachers and coaches of swimming will tell you that the younger one learns to swim, the better. It is important not to be afraid of the water; also, the more one knows about the water, the greater the respect one has for it. People who have respect for the water are not liable to take foolish chances that lead to accidents.

There are many places where people may learn to swim: at school, camps, YM/YWCA, community centers, settlement houses, recreation centers, and clubs.

Once people have learned to swim, they may make many choices of how to use their swimming skills. Some may swim just because they enjoy it and want to keep themselves physically fit. Others wish to be on swimming teams that compete for speed or for form. Still others enjoy being on swimming teams at their schools in order to take part in water shows. People who like to spend their time in boats know that they should be able to swim in case their boats are involved in accidents.



Lifeguards often give swimming lessons.

Many people choose swimming as their favorite sport. Some would like to teach swimming. They are willing to study and learn all they can. A lifeguard is one of these people. A lifeguard often gets a chance to teach; a swimming teacher is usually a lifeguard.

In order to be a lifeguard, one must be able to pass tests and obtain a certificate. Each year the tests must be taken all over again if the individual wishes to continue to be a lifeguard.

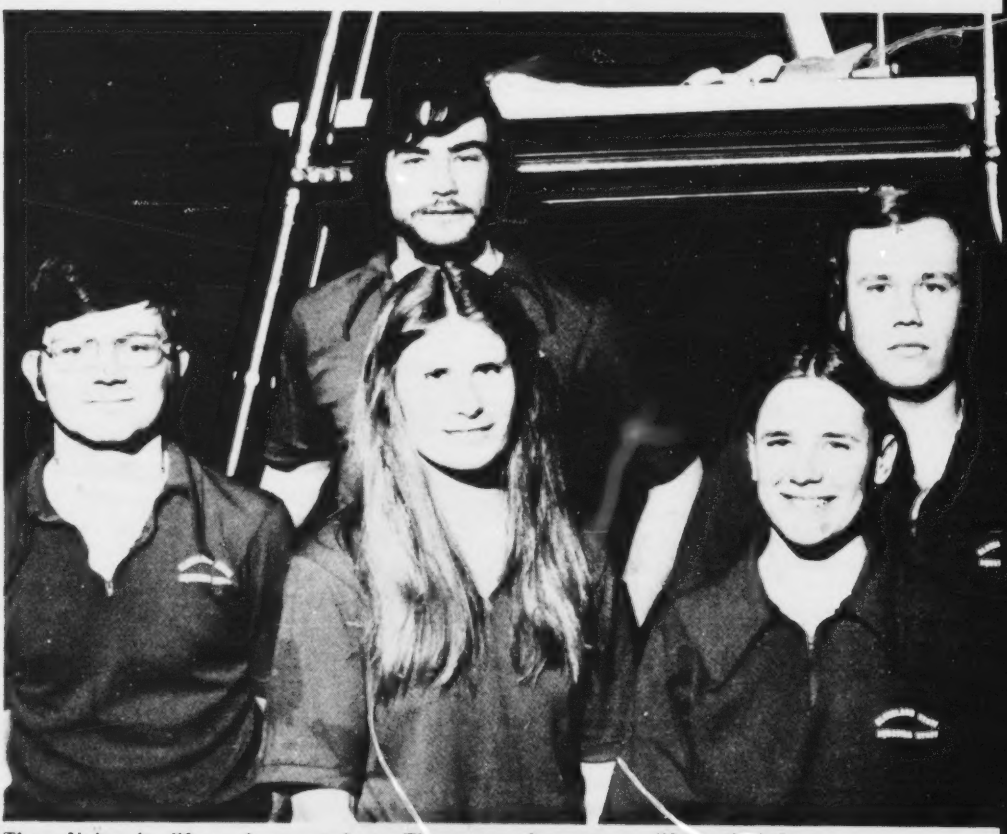
Some of the tests are: the Red Cross Senior Lifesaving course, the Red Cross Water Safety Instructor Training course, the new Red Cross Lifeguard Training course, and the YMCA Lifeguard Training course.

Those who have the responsibility of hiring lifeguards are interested in knowing other things about those applying for the position: Are they in good physical condition? Do they have good vision and hearing? Are they strong? Are they neat and clean? Polite? Do they use good English? Do they read well enough to understand written rules? Are they reliable? Can they write reports? Are they willing to take orders from those in charge? Do they like helping people?

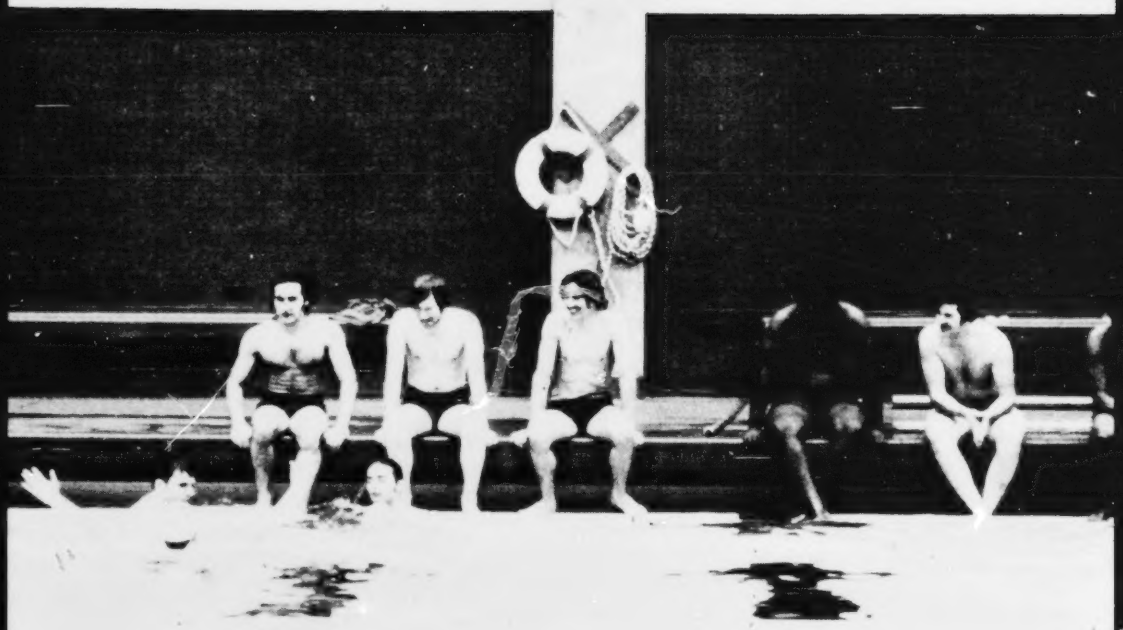
Schools and colleges have lifeguards around their pools. So do camps, community centers, settlement houses, recreation centers, public beaches on lakes or seas where safe swimming areas have been marked off in some manner. Cities that have outdoor pools for summer swimming require lifeguards as long as the pools are open.

About the only place where lifeguards are not likely to be found is at a private pool in someone's backyard or house. Even some housing developments may have lifeguards.

Boys and girls between the ages of 14 to 18 who wish to be lifeguards must get work permits from their high schools. Many employers prefer to have their lifeguards be 18 years old or older; however, there are junior lifeguard jobs open to younger people who work under the direction of senior lifeguards.



These University lifeguards are students. The money they earn as lifeguards helps them pay for their education.



Lifeguards have many responsibilities. They must always be on time, must never leave their jobs until their replacements arrive, must never allow running or rough play around a pool, and they must never let people use gum, food, or beverages around a pool. Swimmers sometimes have to sign in at the pool entrance and sign out when they leave. Lifeguards must see that this is done. They must always be polite.

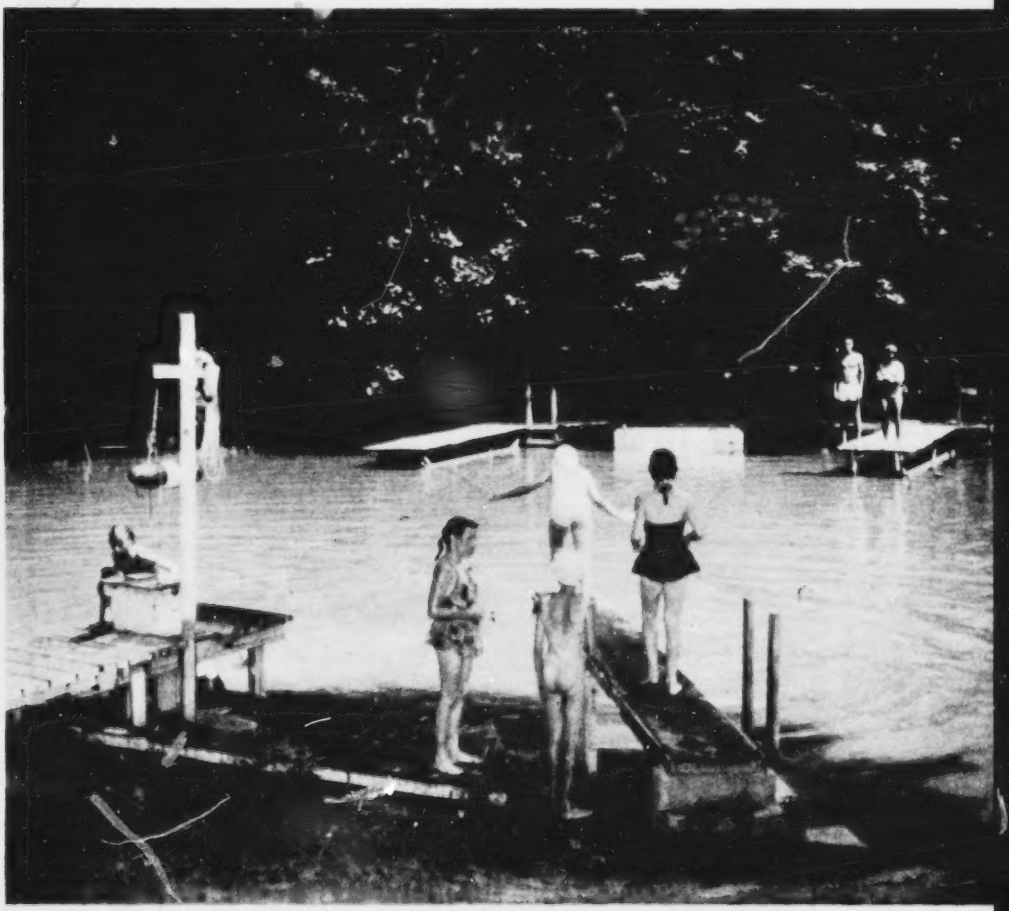
Lifeguards must concentrate on the swimmers. They do not allow people to talk to them except in an emergency or when an instructor has to tell them something.

Good lifeguards must know how to use such equipment as ring buoys, reaching poles, and rescue poles. This kind of equipment is necessary to help people who are in trouble in the water.

Lifeguards who have passed the Red Cross first aid course may give first aid if it is necessary. They must also enforce the rules that have been made to protect the swimmers and be able to explain why the rules have been made.

There are some things lifeguards must never do. They must never swim or dip while on duty, leave the swimming area unless other guards take their places, or fail to enforce safety rules. They must never read, play musical instruments, or play games while on duty.

All lifeguards have learned that there are some things they may do to help people who are in trouble in the water without going into the water to help them. All pools have rescue equipment, such as poles that can be extended to swimmers, or ring buoys that can be thrown to swimmers, or **shepherd's crooks** that can be used to encircle swimmers and pull them to safety. It is seldom necessary for a pool lifeguard to enter the water to rescue a swimmer.



A lifeguard watches swimmers from a high platform.

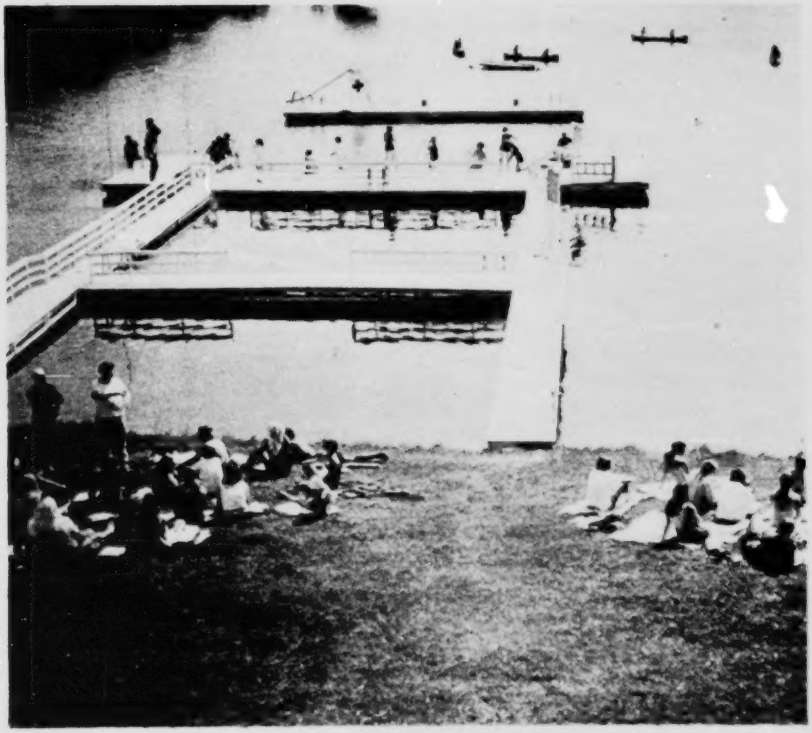
Lifeguards who are stationed at lake and ocean beaches have large areas to cover and many people to guard. They usually watch from high platforms so they can have clear views of the water. Sometimes there are other lifeguards in boats around the outside edges of safe swimming areas that are marked by buoys. Some of the lifeguards mingle with the swimmers.

It helps these lifeguards if there is a "crib" in shallow water for those who cannot swim or who are poor swimmers. A crib is a small area, about 20 x 30 feet in size, enclosed by a fence placed near the shore.

Lifeguards have many duties to perform besides guarding life. They must keep the beach or pool area free of broken glass or tin cans or other sharp objects that cut people. They pick up paper that careless people have thrown down. If they are working out-of-doors, they must know what the weather report is for the day, and they must watch the skies for signs of storms. If a storm is coming, they must clear the area of all swimmers in plenty of time for them to seek shelter.

If the lifeguards are on platforms, they do not allow people to gather around the platforms or to use them as places for leaving towels or sweaters. Above all, they do not permit people to leave their children there. Sometimes lifeguards must ask people who do not know how to behave to leave the area.

Cribs

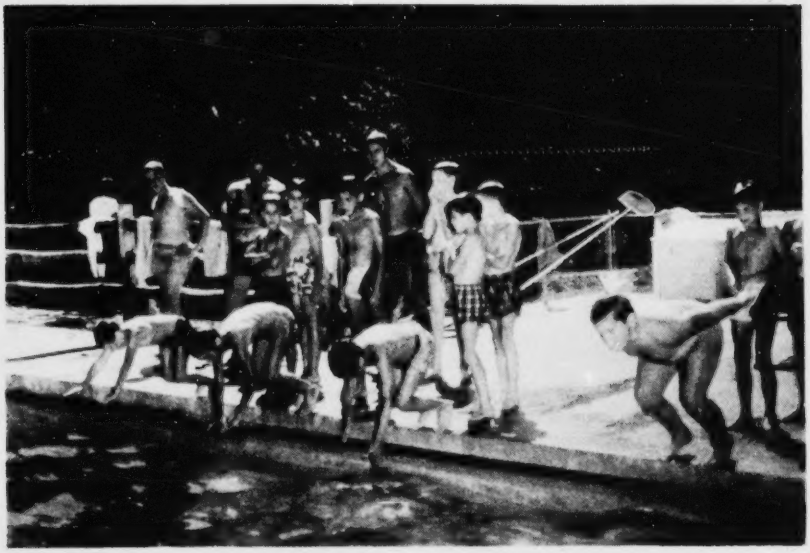


In the United States, lifeguards may be employed for twelve months of the year at pools and beaches where the weather is always good for swimming, and at indoor pools. These lifeguards usually are swimming teachers or coaches. They often are college graduates, who have studied physical education or recreation. Their salaries may equal teachers' salaries.

In the summertime there are always jobs in camps and recreation areas and colleges where students may earn money by being lifeguards. These part-time jobs help many students pay their way through school or earn extra money.

Students can prepare for the position of lifeguard while they are still in school. Of course, they will learn to swim, but in addition, it is a good practice to join swimming clubs, take physical education courses, and spend extra time on special activities that build strength, such as weight lifting, track, and sports teams of all kinds. They should also take any course that has to do with learning to get along with people.

Boys and girls, men and women, find the position of lifeguard very interesting. They take pride in keeping physically fit and strong. They like to help people learn to swim safely. They know they have a big responsibility, because if they were not there, swimmers could get into difficulty and danger.



Lifeguarding at a boys camp.

Camp Counselor

There are so many kinds of camps in the United States that it is almost impossible to name them all. There are some, however, that are more familiar than others:

- *Day camps*—Boys and girls spend their days in camp but go home at night. These camps are usually near cities, easy to get to by camp bus. Some day camps are run by schools or recreation departments within the city so that boys and girls living in the area may walk to camp.
- *Resident camps*—Girls and boys spend all their time in camp for several days or weeks. They eat and sleep there. Camp is home to them while they are there.
- *Agency camps,* such as Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA, YWCA, Church groups, Salvation Army—Girls and boys may spend a few days or a week or so.
- *Special camps*—These are for children who wish to concentrate on one activity only: riding, field hockey, basketball, baseball. Other special camps are for people with special difficulties, such as blindness or deafness, or those who are crippled or have a disease of some kind. There are camps for whole families to camp together. Campers in special camps may stay a few days or for a week or more.

Every camp has a Director, who is responsible for the way the camp is run. The Director decides what activities there will be and when they will take place, who will be hired as kitchen and dining room staff, health staff, maintenance workers, and, most important of all, the Counselors.

A camp cannot be successful unless it has the best Counselors that can be obtained. These people are experts in leading boys and girls in such camp activities as riflery; handcraft; water sports such as swimming, canoeing, boating; music and dance; dramatics; horseback riding; hiking; nature lore; archery; and how to live successfully out-of-doors.

Counselors are leaders who can organize and lead small groups of boys and girls, men and women, in all the things that are fun to do in camp. They teach the right way of doing these things so that campers are proud of their skills. Because they have special knowledge of camp activities, Counselors are sometimes known as swimming counselor, nature counselor, dramatic counselor, or riding counselor, but most Counselors would prefer to be called just plain "Counselor."

Camp counselors teach campers swimming and hiking skills.

Camp Counselors are hired not only because they are good teachers, but because they like people. In children's camps there are always those who are homesick or lonely or afraid of the out-of-doors or have no self-confidence. The Counselor will want to help them in every way possible.

When a Director hires Counselors, there are certain things to look for in the people who are applying for the jobs. Do they, for instance: Appreciate and like people of every age? Have a sense of humor? Understand responsibility? Enjoy camping? Like to teach? Have the skills necessary to teach? Use good English? Have a good vocabulary? Have good judgment?

People who think they would like to be counselors can ask themselves questions before deciding to apply for a job in camp. They might ask:

- Can I take orders?
- Am I a loyal person?
- Do I lose my temper or cry when things are not going my way?
- Can I be fair to all people, even if they are not attractive?
- Am I prompt?
- Do I like doing things for others?
- Can I stay away from home for a while without getting homesick?
- Am I patient enough to teach others, even if they are slower to learn than I think they should be?
- Do I set a good example in my speech, my conduct, in the way I dress?

Counselors help campers learn many things. Campers need to know how to keep themselves neat and clean, to make their beds if they are in overnight camps, to have good table manners, to help keep the camp looking tidy. Counselors help them learn these things.

Counselors also keep records so that the Director knows how things are going and what equipment is needed. There are camp meetings for the Counselors to attend, too.

A Senior Counselor in a day camp or a resident camp should be 18 or 19 years of age and have a year or two of college. Age and education do not count as much, however, as the kind of person the individual is. Directors who are doing the hiring look at the person first, then the age and education.

Junior Counselors are usually 16 years of age. They work under the direction of the Senior Counselors and learn all they can so that they may apply for a Senior Counselor's position when they are old enough and have had enough experience in camp work to be good leaders.

Many young people would like to be hired for camp work. They should apply for jobs early in January and February, for that is the time when Directors give interviews. High schools and colleges often have lists of camps where jobs are available. It is a good idea to pick a camp close to home to work in.

Subjects to take in school that help prepare for camp leadership are: physical education, music, shop, home economics, and science. It also helps to be on the student council, belong to clubs, baby sit, deliver papers, and work around the house. All of these teach a person how to get along with people.

College students who wish to be Counselors usually study to teach physical education or recreation. Some prepare to be social workers, doctors, dentists and nurses. All learn how to understand people.

Summer Counselors do not earn a great deal of money, but they do get free food and lodging. They also have a fine vacation and enjoy helping others to become good adults. Head Counselors and Senior Counselors in year-around camps earn good salaries, because they have chosen this way to make a living.

Camp Counselors will tell you that they love to be Counselors because the job is interesting. Even though the job is sometimes difficult, Counselors get satisfaction from being out-of-doors, from working with and helping people, from making new friends of all ages. Counselors are enthusiastic about being part of a "team" that works for the health and happiness of all people.

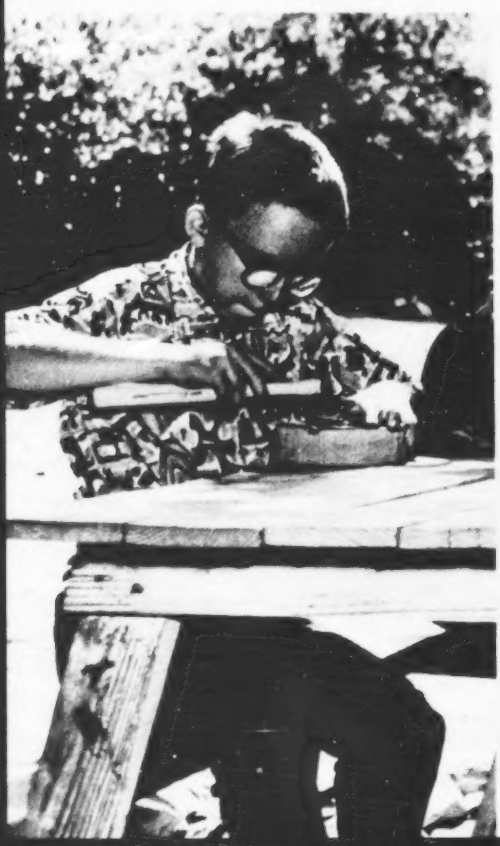
Recreation Director

Recreation Directors plan and direct activities that give people of all ages pleasant things to do in their spare, or leisure, time. Leisure time may be after school or work or on vacation, but sometimes it is simply time during the day or evening when people would like to have something interesting to do. Many people like to have their leisure time planned for them, and this makes the job of the Recreation Director an important one.

There are many employers of Recreation Directors, including community centers, city governments, settlement houses, school systems, summer playgrounds, hospitals, large industries with many employees, parks, and centers for senior citizens.

Recreation Directors know that many working people have considerable leisure time. They know, too, that younger people need after-school or evening activities to keep them busy and happy. Older people who are no longer working, and families on vacation, like to have someone plan recreational activities for them. The Recreation Director is the one to do the planning.

The Director's first job is to find out what people would like to do. Do they want to participate in active games and sports, such as bowling, softball or baseball, volleyball, swimming, dancing, badminton, table tennis, gymnastics, camping, and hiking? Some will probably prefer activities that are not so strenuous: handcraft, dramatics, art work, sewing, knitting, gardening, birdwatching, nature lore, bridge games, singing, playing musical instruments, participating in clubs, or listening to lectures or book reviews.



A Recreation Director plans activities for outdoors . . .

When the Director knows what people would like to do, a place for the activity is found: a gymnasium, a playground or playing field, a park, all-purpose room, auditorium, pool, bowling alley. The Director also knows what facilities are nearby and within walking distance so

and indoors.

that people can get to them easily. Sometimes the facilities are within one building where the Director works, but very often the Director has to find them in the neighborhood. The Director cooperates with leaders of other organizations, such as schools, YMCA, or YWCA.

A Director always looks for activities and programs to add to whatever people have already asked for. There might be a lake or river not too far away, where people might fish or learn to use a conoe or a boat, or tennis courts nearby, where tennis can be learned and played. A Director knows that one of the most important parts of the job is to help people enjoy activities with other people who have the same interests.

A Recreation Director must also attend meetings of various kinds, hire staff members, prepare budgets, publicity, and reports, consult with other leaders in the community, and give lectures on recreation.

To be a Director of Recreation, a man or woman must be a college graduate with a degree in recreation, physical education, or social science. After four or five years of experience, a Recreation Director can earn a very good salary—about the same as that of a school principal.

There may be so many responsibilities that the Recreation Director will want to hire others who wish to work in recreation as assistants. An Assistant Director can help in the planning and take charge in the Director's absence. The Assistant should also have a college degree and should have taken the same kinds of courses that the Director did. The salary is good.

There are also a great many specialists who can teach and help people of all ages. These specialists are hired because they have good knowledge and skills in such things as sports and games, handcraft, art, nature lore, music, dramatics, camping. They are usually college graduates who have been studying whatever they are hired to teach. They have full-time jobs and are paid about the same salaries as teachers. There are also part-time jobs for those who are still in college and who would like to work as recreation specialists when they have been graduated. Those with part-time jobs are paid on an hourly basis.

Specialists are supervised by the Assistant Director. They help other specialists and staff members, attend all meetings called by the Director or Assistant Director, and try to make their programs successful.

Other recreation people are "workers-in-training." These are boys and girls 16 years old or older who would like to be recreation leaders. They work under the direction of the specialists, who help them learn how to teach recreation activities. Besides learning how to teach, they also learn how to umpire, keep score, mark playing fields, and keep equipment in order. Probably the most important thing they learn is how to interest people in recreation activities and how to understand and help people of all ages.

Girls and boys who would like to be in recreation work can take courses in school to help them prepare for the job: English, mathematics,

Getting people with the same interests together is an important part of the job.

physical education, sports, music, dramatics, public speaking, and debating. Activities that help in understanding people are hobby clubs, volunteering in playground or camp, intramurals.

To become workers-in-training, girls and boys should apply to the person in charge of school playgrounds, settlement houses, community centers, centers for senior citizens, or any other place that has a training program for beginners. Beginners are usually paid on an hourly basis.

Because Americans are living longer and working shorter hours, there are more positions open to trained recreation leaders than ever before. The United States Department of Labor has reported that in 1972 there were 55,000 full-time leaders employed; 120,000 additional leaders were hired for the summer only. By 1980 there will be many thousands of recreation leaders needed in addition to those already working. About half of these will be women.

Recreation leaders are important. They like people, want to help them, and want to influence them toward wholesome activities. They know that personal good health, happiness, and skills make good Americans.

You Have Started to Prepare For Your Career

A big reason for going to school is to learn skills that will help you earn a living when you become an adult. Subjects you are now studying contribute in some measure to career development. Later, vocational courses will be available to help you develop specific skills related to your career choice. Here are some of the ways that what you are learning now will help.

- **English** can help you acquire skills in communication. To communicate there must be a message, a sender, and a receiver. Listening and reading are "input" skills that help you develop the message. Speaking and writing are "output" skills that help you transmit the message. The message may be an idea, a feeling, or a directive. A common system of sounds and symbols (words) is required before the sender's message is correctly perceived by the receiver. In language arts courses, you get opportunities to improve your ability to communicate effectively.

- **Mathematics** is a subject that can help you:

  analyze and solve problems, such as planning and implementing budgets, developing and maintaining schedules, and negotiating for salaries

  make computations necessary for solving problems involving numbers

  perceive and apply geometrical relationships necessary to do such things as follow directions and understand designs

  apply measurement concepts and skills necessary in determining or estimating such things as time intervals, distances, weights, and volumes

- **Social Sciences or Social Studies** help you learn about economic and psychological matters such as:

  production, **consumption,** and leisure

  the division of labor and the use of capital

  human behavior and the different roles people in society fulfill

  cooperation and individual effort

- **Science** helps you acquire inquiry skills and develop perspectives on scientific problems. You learn to:

  gather data about objects in the real world through sensory perception and instruments

  analyze real situations (things that happen)

  interpret data in terms of ideas of scientists

  accept, reject, or modify information gathered

  apply knowledge gained to make rational decisions concerning major social problems

- **Health and Physical Education** are subjects that can help you:

  acquire knowledge necessary to understand how health problems can be resolved constructively

  make intelligent choices of exercises and physical activity to promote optimal health

- **All subjects** in which you have successful experiences can help you develop:

  an appreciation of the importance of learning

  self-confidence to confront similar experiences on the job

Some Ways That School Subjects Are Used In Hospitality and Recreation Careers

Workers in hospitality and recreation careers find that subjects they studied in school helped them as follows:

Art	
Maintenance Worker	to be aware of the enjoyable effects of a beautiful environment
Animal Keeper	to be aware of the effects of color on the moods of animals
Lifeguard	to understand the relation of color, form, and design to water safety
Camp Counselor	to understand color, form and design in teaching crafts and nature study
Recreation Director	to use color, form and design effectively as a visual dimension for clarifying written reports and oral presentations
English	
All Careers	to communicate clearly, logically, and precisely with co-workers and those whom they serve
Home Economics	
Animal Keeper and Lifeguard	to understand the principles of nutrition
Camp Counselor	to develop cooking skills; to understand principles of nutrition
Recreation Director	to understand the principles of nutrition, consumerism, and family and personal development

Industrial Arts	
Maintenance Worker	to develop skills to work safely with mechanical things in building and repairing equipment and facilities
Animal Keeper	to develop manual skills useful in solving mechanical problems involved in transferring animals from place to place
Lifeguard	to develop skills useful in operating machinery
Camp Counselor	to develop skills for handicrafts
Recreation Director	to understand the processes required to solve technical problems involved in recreation programing
Mathematics	
Maintenance Worker	to measure accurately in constructing equipment and facilities according to blueprints
Animal Keeper	to prepare diets for animals in measured proportions; to maintain the animals' physical environments, such as humidity and temperature, within acceptable ranges
Lifeguard	to read instruments indicating temperature, acid-alkali balance, and chlorine content of the water
Camp Counselor	to plan activities requiring an **equitable** allotment of supplies and time segments to campers
Recreation Director	to prepare budgets based on predicted income and expenses; to plan and implement programs permitted by the budgets
Music	
Camp Counselor	to sing and play a musical instrument and develop skills for leading musical activities
All Others	to understand how sounds reproduced by the human singing voice or by musical instruments might stimulate the feelings of people seeking hospitality and recreation

Science	
Maintenance Worker	to apply the principles of **physics** to work assignments; to recognize different kinds of trees and other plants and be aware of their value
Animal Keeper	to identify animals and understand their behavioral traits
Lifeguard	to understand the chemical properties of organic and inorganic matter; to understand the principles of **buoyancy**
Camp Counselor	to identify and understand properties of matter observable in a camp environment—animals, plants, stars, geological formations
Recreation Director	to develop inquiring skills and apply them to solving recreation programing problems
Health and Physical Education	
Maintenance Worker	to understand the principles of good sanitation; to develop good health and vitality
Animal Keeper	to understand disease concepts and nutrition principles; to develop good health and vitality
Lifeguard	to understand first aid and safety procedures, nutrition and sanitation principles
Camp Counselor	to understand the fundamentals of individual, dual, and team sports; to develop good health and vitality
Recreation Director	to understand the value of recreational activities in making life more enjoyable; to utilize leadership skills developed through physical education activities; to develop good health and vitality
Social Studies	
All Careers	to understand human behavior in order to work more effectively in community relations; to understand the division of labor and the use of capital

Can You See Yourself In Some of These Jobs?

Environmental Management

Resort Manager

- Know management techniques
- Be able to give orders tactfully
- Understand accounting principles
- Know functions of all departments to be supervised
- Have at least four years of college education in hotel/motel management
- Have experiences working in various resort departments

Forester

- Know forestry practices, methods, and techniques
- Like to work outdoors—sometimes in remote areas
- Have a high degree of physical fitness
- Be able to plan, evaluate, and assign work to aides
- Be able to prepare budgets and implement them
- Have a baccalaureate in forestry, horticulture, or related fields and from two to five years' experience in a variety of forestry-related jobs

---

Community Services

Recreation Aide

- Be able to assist the recreation leader in organizing and leading groups in a variety of recreation activities
- Be able to perform simple maintenance tasks and to prepare facilities, supplies, and equipment for recreation activities
- Enjoy relating to fellow employees and participants in a positive manner
- Be able to maintain activity records and prepare reports
- Have at least some high school education and some leadership experience

Recreation Activity Supervisor

- Be able to develop new recreation programs to meet the needs of groups of people with similar interests
- Know how to organize activity groups into clubs, teams, leagues, tournaments, and special events
- Like to train and evaluate recreation workers (leaders, aides, and volunteers)
- Be able to prepare reports for the Recreation Director, accounting for money spent in the recreation program implementation
- Have at least a Bachelor's degree in recreation and parks or related field, plus some experience in recreation work

---

Human Development

Athletic Coach

- Have a desire to work with people interested in sports
- Be able to motivate others to do their best
- Know the fundamentals, rules, and strategies involved in conditioning and developing superior teams
- Be physically fit and enjoy working in stressful situations
- Be willing to work long hours during the coaching season
- Have at least a Bachelor's degree in education, with an emphasis upon physical education and coaching

Historian

- Be interested in studying past events, institutions, ideas and people
- Be able to work in isolation and in groups
- Enjoy doing research work and describing findings through writing papers and reports and giving lectures and presentations
- Have at least a Master's degree in history

Mobility

Flight Attendant

- Be in excellent health
- Have clear speech and good vision

- Be resourceful and use tact in attending to the needs of others
- Enjoy traveling
- Be able to speak an appropriate foreign language fluently (for overseas flights)
- Be able to work irregular hours
- Have at least a high school education

Travel Agent

- Have a good speaking voice, a pleasant personality, and a neat appearance
- Enjoy helping others and be able to communicate effectively with all kinds of people
- Know how to interpret schedules and develop travel **itineraries**
- Have at least a high school education with additional training or experience

---

Amusement and Entertainment

Professional Athlete

- Enjoy competing in strenuous athletic contests before large audiences
- Display exceptional athletic skill and physical stamina—be among the top 1 percent of all competitors
- Be willing to devote long hours to training and traveling
- Be aware that a professional athlete's career may be a relatively short one
- Have at least a high school education and preferably a college degree for pursuing a second career later on

Disc Jockey

- Be able to read fluently and speak coherently with a pleasing tone
- Know the community and its interests
- Be imaginative and able to **ad lib** much of the commentary
- Be able to operate a control board, sell commercial time, and write copy; or cooperate with people who perform these functions
- Be willing to start work in a small town
- Have at least a high school education and some specialized training for announcers

---

Safety and Health Care

Recreation Therapist

- Be aware of a variation of sports, dramatic arts and crafts, and social activities
- Be creative in planning, organizing and directing medically-approved activities for patients in hospitals and other institutions
- Be able to make oral or written reports on the progress of patients
- Have an ability to lead and supervise therapeutic recreation leaders and aides
- Have a high school education or preferably two years of college or vocational training

Therapeutic Recreation Aide

- Be able to follow oral and written directions
- Be aware of the basic techniques, skills and principles involved in teaching adaptive recreation activities in sports, music or arts and crafts to patients
- Be able to perform simple maintenance tasks and to prepare facilities, supplies and equipment for adaptive recreation activities
- Be able to report observed behavior and attitudes of patients to supervisors
- Have at least some high school education and some experience providing services to special groups

Getting More Data

To plan a career, you should get all the information you can about the various choices. Several questions were suggested on pages 7 and 8 to help direct your investigation. Some answers have been provided by this book, but not all. More than one source has to be used. Reliable publications and well informed people can supply you with additional data. Getting the data and making career decisions is something you must do for yourself. The following activities were designed to help you explore hospitality and recreation careers more fully.

Individual and Environment

- Prepare a list of several hospitality and recreation careers that seem attractive to you.

- For each career listed, write at least five interests and five abilities people in each career would have. Information may be obtained from this booklet or sources recommended by the school librarian or guidance counselor.

World of Work

- Rank your favorites from largest to smallest.

- Talk with local representatives from the public employment office or organization that employs people in hospitality and recreation careers. Determine what jobs are available in your community.

- Examine several newspapers and professional journals (for example, the classified section of the *Journal of Physical Education and Recreation,* to determine how job openings are advertised. Look in the public library for these references.

Education and Training

• Obtain from the librarian or guidance counselor one or more of the publications listed on page 61. Make a list of the educational requirements of different hospitality and recreation careers in which you have an interest.

Compare your favorites. Which careers require no academic training beyond high school? Of these, which ones require a special kind of high school preparation? Which require an on-the-job training period after employment starts?

Some careers require academic training for two, three, four, five or more years. Make a note of these.

• Interview people from local organizations about what kind of and how much education is required for the different hospitality and recreation careers in your community and elsewhere.

Economics

• Ask your guidance counselor for information about the educational costs of preparing careers.

• Interview hospitality and recreation organization personnel directors or public employment office representatives. Obtain salary figures for different career levels. Make a chart showing the salary ranges. Consider such factors as the geographic location of employment, the type or organization in which the person is employed, and the experience of the worker.

• Write to the organizations listed on page 60 for the most current information on educational costs and salaries of the different careers.

• Ask your school or public librarian for source books on financial aid to students interested in preparing for hospitality and recreation careers. Consider educational loans, scholarships, grants, and part-time employment possibilities.

Employability and Work Adjustment Skills

- Using the telephone directory, develop a list of at least five local hospitality and recreation organizations. Ask them to send you sample job application forms. Practice completing the forms.

- Interview people from these organizations who are responsible for reviewing job applications to discuss what they look for.

- With your classmates, role play a job interview.

Examining Yourself

You now have some idea of the meaning of hospitality and recreation. You are also aware that people in these careers generally work in one of six major occupational groups—environmental management, community services, human development, mobility, amusement and entertainment, and safety and health care.

Titles of some of the people within these groups have been listed. Five titles were explored in depth and others in less detail. Did any of the careers appeal to you?

Examine yourself to help decide the answers to two questions posed on page 8 of this book:

- What interests and abilities do I have that are similar to those of persons who are successful in hospitality and recreation careers?

- What resources (ideas, attitudes, skills, and values) do I have that will qualify me for one or more of the hospitality and recreation careers?

In addition, answer questions related to your personal goals:

- Will working in one or more of the hospitality and recreation careers enable me to attain immediate and long-range personal goals? What would I like to be doing five years from now? Will a hospitality and recreation career help me reach my personal goals?

Making a Decision

If you think you would enjoy and be good in a hospitality and recreation occupation:

- Select some careers that interest you and learn more about them by:

— Reading about them in books and pamphlets from your public library and professional organizations (Organizations are listed on page 60; publications, on page 61.)

— Talking to your parents and people who do this work

— Visiting places where this work is done

- Take the school courses you will need.

- As you go through school, begin to eliminate the careers that you seem to like the least, and find out more about those you like the most.

Resources

Write to these organizations for more information on hospitality and recreation careers:

American Alliance for Health, Physical Education,
and Recreation
1201 16th Street, N.W.
Washington, D.C. 20036
(For careers in coaching, camping, dancing, leisure,
and recreation)

American Camping Association
Bradford Wood
Martinsville, Indiana 46151
(For careers in camping)

American Educational Theater Association
1317 F Street, N.W.
Washington, D.C. 20004
(For theatrical careers)

American National Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006
(For water safety careers)

Council on Hotel, Restaurant, and Institutional
Education
1522 K Street, N.W.
Washington, D.C. 20005
(For careers specified)

The Educational Institute of America
Hotel and Motel Association
77 Kellogg Center
Michigan State University
East Lansing, Michigan
(For hotel and motel careers)

National Recreation and Parks Association
1601 North Kent Street
Arlington, Virginia 22209
(For all recreation careers)

U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Adult, Vocational and Technical Education
Washington, D.C. 20004
(For all hospitality and recreation careers)

Read These Publications for Information on Hospitality and Recreation Careers:

Alliance for Health, Physical Education and Recreation, *Journal of Physical Education and Recreation* (formerly *Journal of Health, Physical Education and Recreation).* Washington, D.C.: the Alliance.

Published monthly except July and August, with November and December issue combined. Special issues, beginning in 1972, contain *Leisure Today*, a special editorial insert prepared by the American Association for Leisure and Recreation, an Association of AAHPER.

U.S. Department of Labor, *Dictionary of Occupational Titles,* Washington, D.C.: Government Printing Office, 1965.

Occupational information in broad terms concerning most jobs in the American economy.

U.S. Department of Labor, *Occupational Outlook Handbook, 1974-75,* Washington, D.C.: Government Printing Office, 1974.

Provides occupational information about hundreds of occupations on what a person actually does on the job; what abilities and interests the job calls for; what kind of schooling and other training is required for the job; what working conditions are like; and what the job opportunities will be in the coming years. It is published every other year.

Reprints from the *Occupational Outlook Handbook* include:

Bulletin No.

40 Teaching Occupations
45 Retail Trade Salesworkers
60 Driving Occupations
62 Conservation Occupations
79 Maintenance Electricians, Industrial Machinery Repairmen, Millwrights
106 Recreation Workers
108 Performing Arts
138 Civil Aviation
141 Radio and TV Broadcasting
145 Restaurants
149 Hotels

Vocabulary

ad lib	to improvise; for example, to speak without preparation
baccalaureate	lowest degree conferred by a college, university, or professional school; also known as a Bachelor's degree
buoyancy	the power of supporting a body so that it floats
consumption	the act of using up goods and services having an exchangeable value
ecologists	specialists who describe and analyze the pattern of relations between living things and their environment
economists	specialists in the description and analysis of production, distribution, and consumption of goods and services
equitable	fair; reasonable
itineraries	detailed plans for journeys, especially places to visit
perceive	to become aware of, know, or identify by means of the senses
physics	the science that deals with matter and energy in terms of motion and force
shepherd's crook	a long, light pole with a blunted hook at one end large enough to encircle a person's body

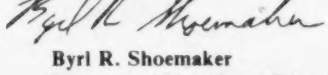
sociologists	specialists who describe and analyze the development, structure, and function of human groups
veterinarian	a person who is qualified and authorized to treat diseases and injuries of animals

The Career Orientation Program at Grades 7 and 8 was the initial component of the K-10 Career Development Program and began in Ohio in 1970. In 1972, a *Career Orientation Curriculum Guide* was written and published through the inputs of personnel in the participating school districts. The *Guide* was revised in 1973, again utilizing local personnel. From these guides, 15 USOE occupational clusters are identified as containing information necessary to assist seventh and eight grade students in making tentative career decisions for exploration activities in Grades 9 and 10.

This booklet was developed to provide students information about the career opportunities and occupational information in the Hospitality and Recreation cluster.

This booklet can be used to integrate career information with various subject areas at Grades 7 and 8.

Materials for this publication were developed by the Educational Research Council of America with the cooperation of personnel from the Career Development Programs in Cleveland, Lorain, and Parma Public School Systems and the Division of Vocational Education, State Department of Education.



Byrl R. Shoemaker
Director of Vocational Education

Acknowledgments

Writer: Helen L. Jewitt

Project Director: Louis A. McElroy

Cluster Coordinator: Lester V. Smith

Editor: Theodore N. Ferris

Appreciation is expressed to the many people who contributed to the development of this book:

For *Park Maintenance Worker,* members of the Cleveland Metropolitan Park District Staff Harold Schick, Director; Michael Vitantonio, Personnel; Barbara Riedel, Publicity; Earl Steinbrink, Naturalist and Photographer; the park managers, assistant managers, and maintenance workers.

For *Animal Keeper in a Zoo,* members of the Cleveland Zoological Park Leonard J. Goss, D.V.M., Director; Ron Seeley, Asst. Superintendent; Charles Voracek, Public Service Director; Kathleen Kamber, Information and Education Coordinator; the head animal keeper, their assistants and relief keepers.

For *Lifeguard,* members of Cleveland State University aquatic staff Sue Ziegler and Wally Morton; and the American National Red Cross.

For *Camp Counselor,* Patty Forsberg, Counselor; Merton Douthitt, Boy Scout Master; Mr. and Mrs. Ralston Fox Smith, Red Raider Day Camp; Helen Anderson, Camp Fire Girls.

For *Recreation Director,* Joe Titas, Recreation Director for Cleveland Heights; and George Seedhouse, (Retired) Chief of Playgrounds and Settlement Houses, Cleveland City Board of Education.

Jack D. Ford, Assistant Director, Division of Vocational Education
Career Development Service, Ohio Department of Education